

CPSY: 385 STRESS AND STRESS MANAGEMENT
Department of Counseling Psychology
Santa Clara University

Dr. Shauna L. Shapiro

Email: slshapiro@scu.edu

Phone: 408-554-4436

Office Hours: Mondays 4:00-5:00pm, Tuesdays 3-5pm,. If needed I am also available to come in at times outside office hours, and I am available on my cell phone: (650) 387-2892.

Course Description

More than 80% of all diseases and illnesses have a stress component. More than 90% of Americans deal with stress *ineffectively*. As health care costs continue to rise, more emphasis will be placed on each individual to accept the responsibility for his or her health. The application of effective strategies for stress reduction is a very important component of optimal health. The intention of this course is to explore definitions of stress and approaches to managing it. The course is designed to foster creative thinking about how social, psychological and physiological systems interact to produce stress and affect health; and to investigate critically and experientially different interventions aimed at managing stress. The learning activities of the course are both theoretical and experiential. The class will offer an introduction to a wide array of stress management strategies, in addition to focusing in depth on one particular stress management intervention, to give students both breadth and depth. The goal of this course is to provide a clear understanding of how a variety of factors including biology, emotions, personality, lifestyle, cultural and environment continually interact in a dynamic process creating health and disease.

Course Objectives

1. Students can explain the detrimental role stress plays in both physiological and psychological health
2. Students will be able to define and practice specific stress management techniques.
3. Students will be proficient at how stress effects their personal health, and will know how to better manage their own stress.

Course Competencies

1. Articulate a multi-modal model of stress and health.
2. Describe physiological responses to stress and how they can be affected by stress reduction techniques.
3. Can demonstrate a personal approach to stress management by applying techniques learned in class.
4. Describe a range of stress management theories or strategies that can be applied to diverse populations.

DEMONSTRATION OF COMPETENCIES

1. Class attendance and participation
2. Written Reflections on textbook and journal articles
3. Practice and Applications of techniques learned in class
4. Experiential Student Presentation
5. Final Paper

Required Reading

- (1) Lehrer, P. M., Woolfolk, R. L., & Sime, W. E. (2007). *Principles and practice of stress management* (3rd ed.). New York, NY US: Guilford Press
- (2) Kabat-Zinn, J. (1990). *Full catastrophe living: Using the wisdom of your body and mind to face stress, pain and illness*. New York, NY: Dell.
- (3) Seaward, Brian Luke. *Stress Management Workbook*.
- (4) Stress Reduction Workbook and CD.

Optional Texts

- Sapolsky, R. (1998). *Why zebras don't get ulcers: an updated guide to stress, stress-related diseases and coping* (2nd ed.). New York: W. H. Freeman.
- Shapiro, S.L. & Carlson, L.E. (2009). *The art and science of mindfulness: integrating mindfulness into psychology and the helping professions*. Washington D.C.: APA Books.

Evaluation

- Attendance and Punctuality: 10
- Seaward Stress Management Workbook (10 entries to be turned in last day of class) – **10 points** (P/F)
- Class Presentation – **30 points**
- Take home final exam **50 points**

Total: 100 points

Attendance and Class Participation. The format of this course relies on excellent attendance and participation. We will learn from each other, which requires that everyone be prepared, attend class, and participate. Participation is not just the amount you speak in class, but by your presence and active engagement (even if this is simply engaged listening!) I need to miss class, please call me before-hand so we can go over materials that will be missed. Two absences will result in a lowering of your grade. **If the first class is missed, except for extenuating circumstances as determined by the Professor, students will not be admitted to the course and will have to withdraw if they are already enrolled.**

Seaward Workbook (10). Choose 1 exercise in the workbook to complete each week (at least 10). As this is an opportunity for personal exploration, the content will be reviewed and receive a pass/fail mark. This workbook will be turned in at the final class.

Experiential Student presentation (30)

My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. I provide the critical disciplinary context for all student presentations. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Stress Management, and report back to the larger class as well as lead fellow students in an experiential exercise. The purpose is to creatively involve the class in practicing a technique or experiencing firsthand some aspect of a topic introduced by the professor. The professor will introduce the presentation topic and then the student presentation will help it become alive for the class. Each group will be mentored by the professor toward readings and ways of presenting. Additionally, the professor will be actively engaged in each presentation, helping to draw out key points, or connect topics back to relevant issues. **Each individual will receive the same grade for the Group Presentation. Please closely read the attached presentation instructions.**

Take Home Exam (50)

In the 9th week of class students will be given a take home final exam covering all of the reading material, didactic lectures, and student presentations. The exam will be due in the final class. It is SCU policy that all papers and exams are returned only in student supplied self-addressed stamped envelopes, so please include this with the final exam.

Self-Disclosure/Self-Reflection:

The professional training philosophy of the Counseling Psychology Department is predicated on the notion that an effective counselor must be a whole person. Indeed, in the practice of counseling, it is the person of the counselor that is a major component of healing. As a counselor-in-training, then, self-reflection is a necessary and required part of the training that helps one better understand and empathize with his/her future clients' experience.

Such reflection is a significant component of one's personal and professional development as an effective and sensitive instrument of change. Thus, it is customary that in the CPSY Masters Program's classes at SCU, students are regularly assigned work that involves self-disclosure and personal study of the content of that self-disclosure. Students are expected to reflect on their past and present personal experiences in courses and program related activities, in oral and/or in written assignments.

We respect students' rights to confidentiality, and do not require that any particular or specific information be disclosed. Moreover, we do not evaluate students' progress in the program based on the disclosure of any specific information (except as mandated by ethical codes or law).

It is our experience that this philosophy and related formats in our classes provides a rich and superlative educational experience, involving more aspects of student experience than do standard lectures or written material which does not involve the person of the therapist in training.

DISABILITY ACCOMMODATION POLICY:

To request academic accommodations for a disability, students must contact Disability Resources located in The Drahnmann Center in Benson, room 214, (408) 554-4111; TTY (408) 554-5445. Students must provide documentation of a disability to Disability Resources prior to receiving accommodations.

CLASS SCHEDULE

Class Assignments	Course Content and Assigned Readings
<p>Class One Reading: Full Catastrophe Living (FCL) Preface, Foreword & Introduction.</p>	<p>Welcome. Review Syllabus. Introduction to Stress and Conceptual Issues Underlying Stress Management</p>
<p>Class Two Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chapters Chapters 1 & 2, 3. Stress Management Text: Chapter 1-2</p>	<p>Paradigms, meanings and world views and their relationship to stress. Effects of stress on psychological, behavioral and physical well-being.</p>
<p>Class Three Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chapters 4-6 Stress Management Text: Chapters 4</p>	<p>Stress and the Body. How stress effects our physiology and how awareness of our body can be an effective means of coping with stress. <i>Progressive Relaxation</i></p>
<p>Class Four Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chapters 9, 10, 11 & 12 Stress Management Text: 9, 12</p>	<p>Different styles of coping with stress. Discussion of the role of acceptance vs. change in coping with stress. <i>Biofeedback</i></p>
<p>Class Five Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chapters 13-16 17-20 Stress Management Text: 13, 23</p>	<p>Resilience, Self-care and self-compassion. Review of the literature and practical applications. <i>Exercise as Stress Management</i></p>
<p>Class Six Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chapters 17-23</p>	<p>Stress in the Workplace and interpersonal relationships. <i>Guided Imagery</i></p>
<p>Class Seven Reflection and Record Due Reading: Full Catastrophe Living (FCL), Chps 24-27 Stress Management Text: 16-17</p>	<p>Stress and Crisis: approaches to dealing with trauma, illness and suffering <i>Somatic Techniques for Stress Management</i></p>
<p>Class Eight <i>Reflection and Record Due</i> <i>FCL, Chapters 28-30</i> <i>Stress Management Text: 20</i></p>	<p>Integrating Stress Management into Psychotherapy <i>Music Therapy</i></p>
<p>Class Nine</p>	<p>Global vision and Systems theory</p>

<p>Reflection and Record Due FCL: Chap 31-34 Stress Management: Chp 25</p>	<p>approaches to Stress. <i>Humor Therapy</i></p>
<p>Class Ten Final Exam and Final Meditation Diary Due Reading: Full Catastrophe Living (FCL), Chapters 35-36 Stress Management: 26</p>	<p>Closing Dialogue and Future Directions Final Exam Due</p>

Writing Reflection Pieces

- ❖ How did the practice make you feel?
- ❖ What do you think about during practice?
- ❖ How does this affect your everyday life? Mentally/physically/socially
- ❖ Does practice make you feel connected/ disconnected from the world? Does it make you feel a part of something else?
- ❖ What are you feeling and thinking right after practice?
- ❖ What reservations do you have about practice?
- ❖ How do distractions affect you, e.g. noise, pain?
- ❖ What are your expectations about what you will get out of practice?
- ❖ How has your relationship to your body changed?
- ❖ How has your relationship to yourself changed?

Experiential Student presentation

My pedagogy is one of student-centered active learning and I use a universal learning design. To facilitate this I include small group student presentations as part of the course. I provide the critical disciplinary context for all student presentations. The class will be divided into small groups of 3-4. Each group will delve deeper into a specialized topic in Stress Management and report back to the larger class as well as lead fellow students in an experiential exercise. The professor will introduce the presentation topic and then the student presentation will help it become alive for the class. Each group will be mentored by the professor toward readings and ways of presenting. Additionally, the professor will be actively engaged in each presentation, helping to draw out key points, or connect topics back to relevant issues.

Presentation groups will have 45 minutes to make your presentation. The presentation will be in groups of 3-4 students. There will be a total of 7 presentations. Each group will meet with the Professor to discuss preparation of the presentation. This will give us a chance to touch base about your ideas and how to divide up the work. In addition, I require that you email me the three Research Articles you plan to present, so that I can review them and make sure they are appropriate. The presentation should make use of reading material other than the assigned readings, and must include at least five additional sources, two of which are included in an Annotate Bibliography for the class (the SCU Library has a wonderful handout on Annotated Bibliography). Please make sure references are not self-help books or articles from the popular press; they should be *professional* books or articles.

Each presentation should contain the following:

I. Power point is a helpful way to organize your presentation. Please use PPT unless you receive explicit permission from the professor to use an alternative means of presentation.

II. Content: In developing the presentation, consider the major points you want to make and how they can be applied clinically. Content should include the following as appropriate:

- What you see as key elements, concepts, and techniques associated with the topic
- Highlight THREE Interesting Research articles about the topic
- Questions you have and Directions for future research and clinical applications

III. Experiential Exercise: It is very important to get the class involved and to give an experiential taste of the theory you are presenting. Means of presenting that you may want to use include:

- role play
- experiential exercise
- small group exercises
- guest expert (to be pre-approved by Professor)

IV. Video: Please include a video as part of your presentation to give a taste of what the Stress Management topic looks like in vivo. If no video is available please email me to come up with another creative visual aid.

V. Clinical Application: Presentation should incorporate a thoughtful in class discussion of how to put the topic into practice. The Professor will be actively involved in this process.

VI. Class Discussion: It is important to leave some time for class discussion and questions. Be prepared to answer questions that the class may have. Also, you might consider coming up with some discussion questions, just in case the class doesn't have questions of their own. You should expect me to participate actively in this discussion, attempting to maximize effective learning by class members.

VII. Handouts (double-sided!!!) to be distributed at the time of presentation should include:

- 1-page "cheat sheet" summarizing the major learning points and experiential exercise.
- Presentation outline

- Bibliography plus Annotated Bibliography of two important sources
- Any other creative handouts

Suggestions:

- Involve the class as much as possible, creating interest and inspiration around this topic of special interest to you.
- Make sure you do a run-through of your presentation so that you can make necessary adjustments in order to fill the time slot.
- Contact Media Services to order any equipment you will need (TV, VCR, etc.): phone number is (408) 554-4520.
- I suggest you begin to prepare your presentation early. Please feel free to meet with or email me while preparing for your presentation.
- Please email me a final copy of your PPT presentation one week before so I can review it and respond for you to make changes before your presentation.

Grading Rubric for Presentation

CRITERIA	EXEMPLARY	GOOD	ACCEPTABLE	REV REQ
Content and Theory (4 pts)	Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic.	Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic.	Information supports a central purpose or argument at times. Analysis is basic or general.	Central p argument clearly id Analysis not evide
Clinical Application (4 pts)	Student provides a sophisticated, concise description of the Stress Management interventions and how they can be applied clinically.	Student provides a satisfactory description of the Stress Management interventions and how they can be applied clinically.	Student provides a minimal description of the Stress Management interventions and how they can be applied clinically.	Student d provide a descriptio Stress Ma interventio how they applied c
Future Directions (4 pts)	Student provides a reflective, creative and well-developed presentation of possible future directions for research and clinical applications of the Stress Management topic.	Student provides a satisfactory presentation of possible future directions for research and clinical applications of the Stress Management topic.	Student provides a minimal presentation of possible future directions for research and clinical applications of the Stress Management topic.	Student d provide a presentat possible : direction: research : applicatio Stress Ma: topic.
Quality and Use of References (4 pts)	Compelling evidence from professionally legitimate sources is given to support claims. Attribution is clear and fairly represented. References are primarily peer-reviewed professional journals or other approved sources (e.g., government documents, etc.). The reader is confident that the information and ideas can be trusted.	Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. Although most of the references are professionally legitimate, a few are questionable (e.g., trade books, internet sources, popular magazines). The reader is uncertain of the reliability of some of the sources.	Although attributions are occasionally given, many statements seem unsubstantiated. The reader is confused about the source of information and ideas. Most of the references are from sources that are not peer-reviewed and have uncertain reliability. The reader doubts the accuracy of much of the material presented.	Referenc seldom c support s There are no source professio reliable. seriously value of t and stops
Feel of Presentation & Quality of PowerPoint(4 pts)	The PPT is compelling. The presentation is vibrant and the sustains audience interest throughout.	The PPT is generally engaging, but has some dry spots. In general, it is focused and keeps the audience's attention.	The PPT is unengaging. Though presentation has some interesting parts, the audience finds it difficult to maintain interest.	The PTT presentat little personali audience loses inte
Coherence	Thesis is clearly stated and	Most information	Concept and ideas are	Presentat

and Organization (4 pts)	developed; specific examples are appropriate and clearly develop thesis; conclusion is clear; shows control; flows together well; good transitions; succinct but not choppy; well organized	presented in logical sequence; generally very well organized but better transitions from idea to idea and medium to medium needed	loosely connected; lacks clear transitions; flow and organization are choppy	choppy and disjointed flow; development of thesis; no apparent order of ideas
--------------------------------	---	---	--	---